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AUTHOR Santopolo, Frank A.; Alexander, Frank D.
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ABSTRACT

In this socio-drama the extension educator had invited the sociologist for a second meeting to explore with the latter sociological concepts relevant to the county extension agent's job. The extension educator presented to the sociologist several important behaviors of the county agent as discovered through research using the critical incident technique and asked him to indicate sociological concepts that might be helpful to the agent in performing his tasks. The encounter between the 2 professionals was intended to suggest an approach that an extension educator might make to a sociologist for isolating sociological concepts relevant to the county agent's job. It ended with a commitment by the sociologist to take the lists of behaviors of county agents that the extension educator had developed through the use of the critical incident technique and relate sociological concepts to these behaviors. The sociologist in turn left 3 books with the extension educator that he felt would be useful to him in his quest for sociological concepts that would, if understood by the county agent, be helpful in his job performance. (Author)

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TO COUNTY AGENTS' BEHAVIORS

Sociologist Role: Frank A. Santopolo
Extension Educator Role: Frank D. Alexander

Presented at National Extension Staff
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Office of Extension Studies

New York State Colleges of Agriculture and Home Economics
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at Cornell University
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PREFACE

A number of the participants in the National Seminar on Curriculum Development for Extension Workers as well as the Seminar's consultant, Dr. Ralph Tyler, were invited to make presentations at the 1968 National Extension Staff Training and Development Conference. This report is a transcribed record of a taped socio-drama presentation in which Frank Santopolo and Frank Alexander played the roles of a sociologist and an extension educator respectively. In this socio-drama the extension educator had invited the sociologist for a second meeting to explore with the latter sociological concepts relevant to the county extension agent's job. The extension educator presented to the sociologist several important behaviors of the county agent as discovered through research using the critical incident technique and asked him to indicate sociological concepts that might be helpful to the agent in performing his tasks. The encounter between the two professionals was intended to suggest an approach which an extension educator might make to a sociologist for isolating sociological concepts relevant to the county agent's job. It ended with a commitment by the sociologist to take the lists of behaviors of county agents which the extension educator had developed through use of the critical incident technique and relate sociological concepts to these behaviors. The sociologist in turn left with the extension educator three books which he felt would be useful to the extension educator in his quest for sociological concepts that would, if understood by the county agent, be helpful in his job performance.

A [illegible]IO-DRAMA
RELATING SOCIOLOGICAL CONCEPTS
TO COUNTY AGENTS' BEHAVIORS

Sociologist Role: Frank A. Santopolo
Extension Educator Role: Frank D. Alexander

Alex: Thanks, Frank, for coming over to see me again to discuss concepts.

Sant: Well, I hope you have done your homework so I can understand what you are after.

Alex: Well, I hope so. Now, this time I wanted to explore with you as we started out the first time, to see if we could find some concepts that would be related to the extension worker, because we have been concerned, or I have been,-- and I've been working with the National Seminar on Curriculum Development -- and they've been concerned with how do you get some of the concepts that we need in Extension Education from the various social sciences. So we were stimulated by our activities in this seminar. I wanted to use this tape so that we could more or less pin down later, you and I too, just what we had done. From that stepping stone, we might proceed further. We Extension Educators recognize that there is a real need for some sorts of concepts from the behavioral sciences in our courses. Of course, there are two or three ways we could get at this problem. One of them is to send our students to your courses, but you'd want to make sociologists out of them and they aren't wanting to be sociologists.

Sant: They always cloud the issue.

Alex: Yes, they may do this, because they always want you to apply your stuff and you aren't quite willing to apply it sometimes.

Sant: Well, I don't know what they want me to apply it to.

Alex: That may be true, but they still have some questions and they don't think you answer them. Well, let's see if we can get at this. Another way of getting at it, you could shape up some courses to meet their needs, but I know that that's a pretty difficult thing. You've got too many courses probably in your curriculum now.

Sant: You don't get any brownie points for that.

Alex: No, I know you don't. Well, anyway, we thought that we as Extension Educators could look upon ourselves as kind of synthetic operators. We have a few principles in our own pocketbook that we claim are educational and that we apply to our teaching, but we also recognize that we should borrow extensively from other sciences.

Sant: You're getting honest with yourself.

Alex: Yes, we're trying to be honest. After floundering around a good while, we decided that we'd better become honest and recognize where we're getting our stuff. So that's the reason I wanted you to come over here and help me out. Now we have also come to another recognition, it probably took us a long time to do this, but we have recognized that if you're going to train an extension worker or educate him, and we have a lot of fuss over this word of whether we're training him or whether we're educating him, that you have to know a little bit about what the fellow has to do.

Sant: Well, you found out didn't you? That's where we got held up the last time.

Alex: We hope that we have found out. This is a slow process. We don't get much money for research and when we do . . .

Sant: Well, you've been doing this for fifty years. You ought to know just what the devil the guy's doing.

Alex: Yes, but we have to get money from somebody who's interested in research and our extension directors aren't always interested in researching on what we're doing.

Sant: Can't a supervisor tell you what the guy's doing?

Alex: Well, they're pretty poor at communication or we don't get together enough, but anyway, we started on our own in this National Seminar. In doing this we landed upon what is called the critical incident technique.

Sant: What the hell is that?

Alex: I'm not sure myself what it is.

Sant: You mean to tell me you're going on using a technique you don't know anything about? That's the trouble!

Alex: You fellows use a lot of techniques which are pretty simple-minded, too, sometimes.

Sant: Yes, but you can't catch us!

Alex: Well, anyway, some guy named Dr. Flanagan down at Pittsburgh originated this.

Sant: Oh, a good Irishman, huh?

Alex: Yes, and they tried it on people, not quite educators, but people who are aviators and mechanics and things like that, where the job is pretty easily defined and so we thought that we'd see, although some educators have used it for studying teachers and so forth, we thought we'd see if we could apply it. Now do you know anything about this?

Sant: No. I don't know anything.

Alex: Maybe I ought to bring you up to date then.

Sant: Yes, I might learn something.

Alex: OK, well, the method is this. It's a pretty subjective method, but we do this. We try to sample agents and after we have done that, why we go out and we interview them, usually do a tape recording, and we ask them to tell us two incidents, one an effective one and one an ineffective one. They make the judgment. They tell us what their purpose was and then we talk about the incidents after they have selected an effective one and an ineffective one.

Sant: Will they be honest with you on where they failed?

Alex: Well, we don't know if they'll be honest. This is as good as we can do. We do go out and try to see if we can get an effective incident as they see it in terms of what they thought their purposes were and we ask them, why did they make this judgment. Then we have them in more or less an open-end sort of interview, stimulating them now and then to keep on talking rather than trying to tell them what to say, we let them tell us what the effective incident was, with considerable emphasis on what did they do themselves, or what did they say, so that we are trying to get at their behavior. We do an ineffective incident in much the same way.

Sant: You say you've done this already?

Alex: We've done this already. In two states, in more than two states, at least four states have been experimenting with it. We've done it in New York State working with Paul Leagans and a graduate student of his. We have done it in Wisconsin where G. L. Carter had a graduate student work on it. I think it's also been done in Michigan, and North Carolina also has a graduate student working on it. We have been able to get together some of the efforts to analyze the behavior that came out in these critical incident accounts.

Sant: Have you come to a point where you can tell me something about the findings?

Alex: Yes, we've got a few findings. They aren't very elaborate yet, but we're beginning to get them together. For example, I have here a list, two lists. One of these lists came from G. L. Carter's graduate student, a very short list, in which he has classified the critical behaviors that had come out in these accounts and he has about five major classes and then some subclasses under those. Then in the New York situation, the study has gone far enough so that we were able to at least categorize the behaviors by the process of content analysis of the accounts. We were able to isolate, and we have a rather long list of classes of behaviors, two pages of them. The behaviors have been categorized into six major areas with a number of subareas under those. We had about 1500 mentions of critical behaviors.[1] Some 900 of them were over in the field of effective incidents and some 600 were in the field of the ineffective. Now we have that. At least I've done my homework on trying to find out what the extension worker does.

Sant: Well, it's about time, after 50 years.

Alex: Yes, I think it is too, I agree with you, but we didn't have sense enough to do this 50 years ago and so we're just gradually creeping up to it. We're behind you sociologists in terms of our research efforts, but you're behind people too, so don't get too proud of it. The psychologists have run off and left you, the economists have run off and left you, so . . .

Sant: We always try to get behind you people.

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[1] In the actual role playing, the term critical incidents was erroneously used here in place of the edited correction, mentions of critical ~~incidents~~ behaviors.

Alex: We're all pretty much behind, so let's don't get in an argument which one is behind and which one is in front. OK? Are you willing to go ahead with this?

Sant: I'm willing to go ahead.

Alex: I've described to you how we got our facts together. What I'd like for us to do this afternoon is to begin on a very simple basis because I think we've got to get started that way. I had given you these lists in advance so you could have a little bit of an idea of what I was going to do, but you probably didn't know what it was all about.

Sant: No, I couldn't make any sense out of that jargon.

Alex: Well, anyway, I'm going to list for you from time to time as we sit here, some categories of behavior. They indicate the behaviors that we have classified into certain more or less general categories and then have subclassified these. Now I'll take some of these subclassifications and what I'd like to do is when I present one of these, see if I can get out of you some idea--that is, is there any concept in sociology that would, if applied to a student, help him to do an effective kind of behavior like the one that I stated for you.

Sant: Concept?

Alex: Yes. You know what a concept is?

Sant: I know, but do you know?

Alex: Well, I don't know, maybe we'd better talk about that. I may be thinking about something and you're thinking about something else. What do you think a concept is?

Sant: Well, I think most of us as sociologists use a concept as a tool for analysis.

Alex: You're making progress, go ahead. That's what I think too.

Sant: Well, I'm glad. Coming from one of you fellows, that's a real plum. How do you think we got all of our jargon? We can handle the language like you fellows can too.

Alex: Go on, describe what you think a concept is a little bit more.

Sant: Well, for instance if I were coming in here and seeing the two of us working, I mean as a layman, I wouldn't know what we were saying, but as a sociologist I have the concept of role you see, or interaction, and right now we're friendly. I don't know for how long.

Alex: That's just a word, interaction. What do you mean by concept of interaction?

Sant: Well, you see that's just what I'm saying, that interaction is what I call a concept. Now a concept to me is a mental picture of what I see when you and I are talking. If I were over here looking at us, there's no tie here. It's just a mental abstraction, but I see a tie. You're talking nicely to me now and in five minutes you'll probably be cussing me out. And if you cuss me out, I'll cuss you out again, see? This interaction allows me to give some kind of a notion of what is connecting you and me here. Do you see what I mean?

Alex: Interaction is a concept, you're saying.

Sant: Yes, interaction is my concept, my tool for trying to understand what we are doing here. You see. There's positive interaction, negative interaction. . .

Alex: Well, don't talk too much about this.

Sant: Well, what the hell, you want me to come up here and educate you, so I'm giving it to you. Do you understand what I mean?

Alex: Well, yes, I understand. I just wanted to stop you so we could get on to some of these behaviors.

Sant: See, you come in and you don't pay me for my time. I started to take it and now you're starting to buy it back.

Alex: Well, the trouble is you talk too much.

Sant: Well, how the hell am I going to communicate to you if I don't talk? You want me to draw pictures?

Alex: Well, let's go on here.

Sant: All right.

Alex: Let's get on to something more specific. I am going to give you one of the behaviors that comes from two lists really and I'd like to call your attention to these two; they sort of belong together, I think, from the Kohl list who was the graduate student that G. L. Carter had.

Sant: A Ph.D. or Master's?

Alex: I think it was a Ph.D. I'm sure he was. Now one of the behaviors listed here which is a very general one that an extension worker in a county would have to do would be organizing groups. This extension worker, sometimes when he's working among farmers, he wants to help with organizing a co-op maybe. If he's working with youth, he may want to organize a 4-H club. If she is working with women, she may want to organize a home economics club. They get involved in a lot of organizations. Now we had in the list that we had gotten in New York something similar to that, a behavior which isn't quite on the beam as much as that one, but it was classified as involvement of audience --this means of participants and clientele. Now do you have anything in your sociological materials, background, textbooks, lists or whatever, do you have any concepts that would be at all relevant to this matter of organizing groups or involving audiences?

Sant: Well, you know in the whole field of sociology you're talking about groupology.

Alex: Can't you get more specific than that?

Sant: Well, mentioning some of the actual groups you play with and work with. The first thing that comes into my mind is formal and informal groups so we have a way of classifying groups. Now a formal group is usually attached to a particular organization. You know, you've been accused of owning some organizations and I think the 4-H group or the home economics clubs are examples of formal groups.

Alex: Well, what is there about the notion of a formal group that would help me? Anybody knows they're organized. The county agent knows that. What is there in this concept of formal group that you sociologists could give a county agent that would help him understnad it any?

Sant: Remember I was beginning to try to get into how I look at the two of us as a system of interaction. You know what I mean by that?

Alex: Yes, I guess so; it's some more of your jargon, but. . .

Sant: Well, a formal group would have another concept, power structure. Leaders and followers, that's a basic element of power structure and sometimes we think the heads of formal groups are really the seat of power. Some of your agents might get sucked in by going to the head of a formal group and assuming that he runs the show, but he might fall down because he didn't analyze the real power structure of that particular formal group.

Alex: Let me ask you this, Frank, you mentioned this in connection with organizing groups and involving audiences, if you went home and did some more homework--I don't know whether I could pay you for it or not, maybe you'd like to do it just because it intrigues you--if you took this behavior here that we've found and went home with it, do you think you could elaborate a little on this concept?

Sant: Oh, I can even do better than that, right here.

Alex: Oh, my gosh, you've got your books.

Sant: Well, I didn't know what you were going to ask me, but you talk about groups and here's a book produced by Bernie Berelson and Gary Steiner. The title is "Human Behavior: An Inventory of Scientific Findings" and what these fellows tried to do was to summarize the findings of quite a bit of research in the behavioral sciences and if I'm not mistaken, I was preparing for a class the other day and you know we have to keep ahead of the students, and there was a whole chapter on face-to-face relations in small groups.

Alex: Are there some concepts in that chapter?

Sant: Not only concepts, but some findings.

Alex: What's the difference between concepts and findings?

Sant: That wasn't in the script!

Alex: Oh, it wasn't! OK, go ahead and tell me about the chapter.

Sant: That would take me a whole day to tell you that, if you don't understand that.

Alex: I guess I don't understand; let's pass it.

Sant: Well, I'm just saying that there are sources of information in sociology which if a fellow's really interested in exploring the ins and outs of a small group or how it forms, how it disintegrates, how the various people interact in certain situations, can provide him with considerable understanding. I mean a small group in a church will act a bit different than a small group in a bar. Would you believe that?

Alex: Well, you've been in bars more than I have.

Sant: Well, maybe more than churches. Well, you'll take it for granted it's a different situation. Well, one of our findings is that groups behave differently in bars than they do in church with the same people.

Alex: They both have rituals.

Sant: Yes, they have values, they have traditions, they have rules of the game.

Alex: Now how much of this stuff out of this face-to-face group could you analyze out and distill out, so that a fellow wouldn't have to take a course in sociology in order to understand it.

Sant: I think that if the fellow understood something about concepts, and he would come in and knew what the extension worker's job was, and how he related to a particular group, what he needed to know about the group, I think I could do a pretty good job of leading him through the literature. I'm not going to take him by his warm hand and take him into the shower and turn the water on and all that stuff.

Alex: Well, you don't want to spoon feed him.

Sant: I believe in individual learning. You know, you guys taught me that. But I think we could give him enough background that he would improve his effectiveness with groups.

Alex: Would you be willing to take this behavior that I've listed and sort of list rather concretely some specific concepts and maybe we'd get together later.

Sant: I think we could if you're interested in that. You're a good Joe. I might be interested, but I'd have to have more knowledge than I have now.

Alex: You don't have enough knowledge?

Sant: Oh, I have some general knowledge, but then you go and get mad because I talk about jargon. That suits me. I understand when I'm talking to my peers.

Alex: You just don't think that we give you enough information about what the job is.

Sant: Well, if you want me to apply it. I have to apply it in a specific context; otherwise, it won't work.

Alex: Well, let's see if we can get some more behaviors here you might throw some light on. Here is another one that comes from the Kohl list. It's still related to groups and this one says that they have a job of maintaining groups. This came out of these incidents that a good many of these people found that when they told about something that was really critical, one of the important aspects of behavior was keeping a group going. Now what kind of concepts do you have on that?

Sant: Well, I don't know, you never know how that verbal association goes, but the first thing that hits me is empathy. That's different from sympathy. My distinction simply is in empathy you put yourself in the other guy's shoes.

Alex: You're getting in my shoes, now?

Sant: I don't know. I think you're really sincere and you're really trying to find out something, so that's why I'm cooperating, I'm trying to put myself in your shoes. And here you come. . . I know we kind of throw that jargon around and I also know that this general theoretical approach doesn't help a guy out in the field, but it doesn't help him to understand why the small group behaves as it does for the same reason, i.e., I think you have to have some kind of empathy, place yourself in the other fellow's shoes, divorce yourself from your own values, and say, "How does that fellow look at me?" or "How does he look at this situation?", not try to superimpose my values. You see that's another concept. I think one of the problems working with groups, especially when you go into low-income groups, we try to superimpose our middle-class values and say, "They do these things for the same reason we would do them," and they miss the boat, see? In maintaining a group, I would say, if you understand why that group came together in the first place, on their terms, you might have some reason of why and the values, you see, that would help you achieve helping them help themselves. That's a good old extension term.

Alex: Yes, helping them help themselves. Do sociologists use that?

Sant: Yes, we saw the light a couple years ago. In fact, I think. . .

Alex: So we're fertilizing you a little bit, too.

Sant: Well, I don't know. You see, Berelson found that out, too. That's part of the small group research. I picked it up from him; I don't know where he picked it up. But anyway, if you get into understanding them as they understand themselves, you may understand why they're in a group and if you understand why they're in a group, you may help to maintain that group.

Alex: Let me ask you this on this maintaining a group. You see these extension workers are part of an extension organization and in their counties they sometimes have considerable freedom in the sense that they have their agency organized pretty strongly locally. Then they find they have a problem of maintaining the agency group. The supporters of it, their committees, even their own financial support comes from the county. They get quite concerned about themselves as an agency. What do you people have to say in the way of this? I think it's related--they often get real concerned about maintaining themselves as an agency which is a group.

Sant: I think this is a natural cycle of any organization.

Alex: Do you have any concepts that would help these people?

Sant: I think it's part of the survival syndrome. They . . .

Alex: Would you be this honest with them?

Sant: Oh, heck, yes. I would be honest with any group.

Alex: Do you think survival syndrome is a concept?

Sant: I think a large organization spends most of its time after a few years just trying to survive. They forget why they exist in terms of their original purpose and they kind of con themselves into believing that they're doing it for the general good, but I think some of your people err in this way. They kind of pick people who support their values, that don't really represent the community.

Alex: You think that a worker in a county ought to be aware of this and that sociology. . .

Sant: Well, I think that the administrators ought to be aware. I wouldn't put the responsibility on the county agent, but his supervisor ought to be aware there's a threat within the organization always to kind of maintain itself.

Alex: Now, I've got another behavior here that we found that came out a good many times, especially in this New York study. I believe we got 46 mentions[1] related to it. This is the involvement of key leaders. What can you say about that?

Sant: Well, I think I was hinting around when I mentioned power structure. And I also feel. . .

Alex: What do you mean by power structure?

Sant: Well, you know, some people can influence others. When they have the ability to influence another person. . .

Alex: How would a county agent use this? Can you tell me what he'd do? You have the idea here of power structure. How does he apply this? What kind of thinking does he have to get involved in? Does he have to do some research?

Sant: Well, I always have believed that he has to at least be an analyst whether he does a formal research project of the type you were talking about, or whether he is just a good observer. I think most people understand the basic notion of power structure if they've lived in a community for a little while--some people can get things done and some people can't. They see a contest for power every few years in an election.

Alex: Let me ask you this, Frank. Does this make any sense to you in terms, you wanted me to do my homework, does this make any sense to you in terms of giving you any better clues to telling us what some of the concepts of sociology are that are relevant to the extension worker if we can tell you what he has to do?

Sant: No, I immediately think that a concept such as frames of reference or reference groups or social mobility or social stratification, as I said power structure, power conflict, role conflict, stress, strain. . .

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[1]In the actual role playing, the term <u>incidents</u> was erroneously used here in place of the edited correction, <u>mentions</u>.

Alex: Before you get all of those. . .

Sant: Well, you asked me for a list of concepts, I was just reacting.

Alex: I want to relate a little more to these behaviors. Don't run off and leave me, because I want to get you used to using this list and one of my home assignments to you, if I can get you to do it, will be to take these lists home with you and make some lists of concepts, as you see it, relevant to them. Now, there is another one that I would like to explore with you that comes from the Kohl list. You see these extension workers are always talking about planning programs. In fact, I suppose every extension state organization has a program planning activity that takes up a lot of words and time, too, and these fellows who are out in the county have to make program plans and submit them to their supervisors. Sometimes they write them out and then decide they have another program plan that's in their hips, and they follow that. Nevertheless, they do have to engage in some sort of program planning. Now what kind of concepts do you people have, if any, in sociology? Maybe you don't in this field. Do you have any that you think are relevant to program planning?

Sant: Well, if you're looking at program planning as a process. . . Well, let me kind of just tell you the way I'm thinking. I don't know whether I'm going to answer your question. You've got to get in my shoes, now. Program planning as a process brings up problem solving. In order to solve problems you have to get kind of analytical you know and as far as I'm concerned, one of the first things you have to do is look at the situation in order to see whether there's anything missing in that situation that is kind of creating that problem. Now, I'm still talking at a high level, but for instance if we were talking about. . .

Alex: Yes, you are. I haven't found any concepts in what you said, but go ahead.

Sant: What do you mean? I talked about process, problem solving, can't you recognize a concept when I throw it out to you?

Alex: You call those concepts, do you?

Sant: Why certainly, they're my tools. You're coming to me, you've got to take my tools as I use them now, and then we'll see how we can apply them.

Alex: I just wanted to get the label on it. OK.

Sant: I'm trying to do it and you won't give me the chance.

Alex: Well, go ahead, you're doing pretty well. I've got you aroused now.

Sant: Just shut up and I'll do better. Now, if you want to send your students in, we don't teach anything like program planning.

Alex: I know you don't. That's why I was wondering if you had any concepts.

Sant: Well, I just told you we have some concepts, but we put them in another framework. The framework is, you might say, research methodology. I think that problem solving is related to the research technique.

Alex: You think these county workers should be thinking about some research?

Sant: Well, this is the problem. The problem is if you send them specifically into a course in, let's say social investigation, we're going to teach them the process in order to. . .

Alex: But, should I as an extension educator try anything on them like this?

Sant: Well, it might be. You might want to use the same techniques as we use, but for a different purpose.

Alex: You're not afraid I'll be stealing from you if I do that.

Sant: You're welcome to it, boy, the field is wide open. If you can survive, come on in. I don't know whether I'm going to survive. The jungle is rough. I don't care.

Alex: Now, tell me about this research methodology. What concepts or what steps. . .

Sant: Well, I think that one of the basic things is to define your objective, this is what we try to tell them, and define your problem operationally, and define your terms and I think from what I've seen of extension people when they come into a sociology course, they're not precise enough. We may not be precise enough, everything's relative, I'm not really throwing any brick bats, but we would move for precision here, we would move for hard data to support some of our notions.

Alex: What kind of concept do you have that would cause one to have more precision or exactness?

Sant: Well, let me go back here on something else. You started to move me in another direction and I was thinking that program planning was just like research strategy. To me one of the basic notions here is the formulation of hypotheses. In the formulation of hypotheses, we sometimes say someting like this: "If X, then Y, and you might get Z." And to me in program planning, if I. . .

Alex: You're getting awfully erudite, now.

Sant: Oh, I know, but in program planning you've got to use some strategy like this, see, if you want to get a particular leader involved in forming a group you might say, and you know that leader belongs to a particular church and you have a good buddy who also belongs to that church, then you kind of begin to case the place. Is that level all right? You case the place, you begin to see how you can move in and influence that fellow to do your bidding for you.

Alex: Suppose one of these agents wants to find out what the situation is like in his county in regard to certain farm practices, how would he go about that? Do you have any concepts that would help him there?

Sant: Well, I can't quite get what you're driving at.

Alex: Well, for example, there's a bunch of dairy farmers out here and the agents are thinking about planning a program for these dairy farmers and they'd like to know a little more about what is the level of their performance?

Sant: Well, do you have any standards of what a dairy farmer should do? Is there a difference between a grade A man and a grade Z man? If you have that, if you have these notions and this kind of profile of standards, you might simply go out and investigate the fellow's farm and see whether he. . .

Alex: How many of these farms would you have to investigate? Is there any problem, do you have any. . .

Sant: Oh, now you're getting in that concept of sampling?

Alex: Well, I don't know.

Sant: Well, this is what I would say, this is sampling. You wouldn't go out to one farm and say now that man represents the whole group.

Alex: You think we can teach agents what sampling is.

Sant: Yes, I think that they ought to generalize from a representative sample if you know what I mean by that.

Alex: I'm not sure. Maybe you'd better tell me.

Sant: Well, you take my course. I'm not going to give you that. It's the whole doggoned thing, that's a whole week's lecture.

Alex: Do you think you could write this down when you're going to give me this list of concepts so that. . .

Sant: Well, do you think that what I said is worthwhile for the extension agents?

Alex: Yes, I think this is a good start.

Sant: Don't you think many of them come back after one trip and say, "All my farmers need this," and they only talked to one guy.

Alex: OK, I'd like you to explore a little more in detail when you write this down what you mean by sampling, so these fellows. . .

Sant: Would you be interested in the whole process?

Alex: Well, I don't want you to become a statistician for them.

Sant: No, I said the whole research process. You started off with program planning and I tried to feed you some concepts and you couldn't even understand these concepts. Now the thing is, you see, concepts don't exist by themselves. It's a relationship.

Alex: I know, but we approached this from a simple point of view. I thought that if we could even get started on listing some concepts, then we could later on, if I can keep you interested in this, we could begin to talk about relations of concepts.

Sant: Well, you're warming me up now.

Alex: Good, that's what I hoped I'd do. Now, let me see. I have here I think another area that I wanted to, another one of these behaviors, one that a good many people who somehow in telling their accounts listed this, was related to the selection of method of approach or teaching technique and there were 66 mentions of this.[1] Do you have any concepts that relate to this sort of thing, the selection of method of approach or teaching technique? Now this is getting over into the field of education, of course when you talk about teaching techniques, but you sociologists ought to have something I would think that would be relevant here. Do you have anything that would have a bearing on this kind of behavior?

Sant: Well, when you talk about teaching techniques, I don't know, but if you're thinking about the learner as an object who's going to receive. . .

Alex: Techniques would be related to it.

Sant: Well, OK, but I think you have to fit your techniques to the learner and I don't know whether I can help you there, but I can help you I think in some concepts that would help you define the learner more specifically.

Alex: OK, that'd be good.

Sant: What kind of people have you been dealing with?

Alex: Well, this goes across the board. Sometimes we have the elite in the community, sometimes we have the more wealthy, sometimes we have middle-class, more recently especially the home economists have worked with low-income people.

Sant: Well, let me react on that. The first thing I think about is stratification, social stratification. You're starting to give me layers. You have the elite here and then the middle class and then the lower class and when you start to divide the groups up like that, or society like that, that connotes to me a concept of social stratification, the different layers. For each layer the people have different values. They acquire these by working or growing up with different groups, informal and formal groups. I mean, you know, if a fellow comes from a high class family, he's going to have different values, different perception from

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[1] In the actual role playing, the term incidents was erroneously used here in the place of the edited correction, mentions of this.

the fellow who was born on the other side of the track. We have something like minority groups involved in some of the things you're talking about. It's popular now to put everything in black and white and no more neutral terms, you know, it's black or white. Well, that's OK with me, that's stratification, black and white and then within the colors there's some more stratification and culture--I didn't mention that term before.

Alex: No, I've heard of that sixty-four dollar word before.

Sant: Yes, and values, beliefs, you know, tradition. We have an umbrella concept, this is not only ours, the social psychologists claim this, the anthropologists claim it, the sociologists claim it, and now after my talk to you, you're going to claim it, you Babbitt. That's what you guys do in that synthetic jazz, you come over here and con us out of it.

Alex: But you said you didn't mind.

Sant: I don't mind, but I just want to be honest with you.

Alex: And gripe about it a little bit, don't you?

Sant: Yeah, I mean it's not going to come easy. You're not going to seduce me that easily now.

Alex: Well, I guess. . .

Sant: Status is another one.

Alex: What do you mean by status?

Sant: Some people think it's more or less prestige, but status is related to the different positions you might hold in a society. You're a professor, aren't you? You're a husband. You're a brother. These are positions.

Alex: But I thought you sociologists talked about those as roles.

Sant: But what you do as a father. . .

Alex: You do double-talk--you have some status ideas and some role ideas.

Sant: No, no it's just another concept, another qualitative notion that we call a concept, just like culture is an umbrella, but if I want to get more specific about culture, I would have to talk about values, about beliefs, about traditions, and it gets more refined as I get down to the specifics. You want applications, don't you?

Alex: Yes.

Sant: Well, the more I come down to reality, the more specific and the greater number of concepts.

Alex: Frank, I think you told me you had a 2:00 class.

Sant: Yes, there's just about two minutes to get there, too.

Alex: Well, I guess they'll wait for you. You probably won't care if they're gone.

Sant: No, I just believe in individual learning myself. I'm a lazy teacher.

Alex: Well, I told you we started this tape and I will make a copy of it for you and send it to you so you can sort of see what you've told me and I can see, and I'll study it to see what I can get out of it. And then I want. . .

Sant: Let me say something. Before you kick me out of here, I'm going to give you some propaganda.

Alex: Well, I don't want you to miss your class, but go ahead.

Sant: Well, I'm not going to miss it, I'm just going to leave these books. I think these might be helpful now you're beginning to understand sociology, you might go a little bit further. One of them is a propositional inventory entitled, "What Accounts for Social-Cultural Change?" and it's put out by the University of North Carolina, Chapel Hill.

Alex: You want me to read that before we get together again.

Sant: Yes, at least not read it all, but kind of explore it, you know, if you have an idea like culture, see what they say about culture and what they've found out about it.

Alex: Do you want to leave that other book with me?

Sant: You know this is another concept, propositions, this propositional inventory, it's a technique concept.

Alex: I thought you sociologists would have propositions of some sort.

Sant: Well, we proposition. . .it all depends on your reference, your values, the situation.

Alex: Excuse me, I couldn't miss that.

Sant: Well, I couldn't miss it coming back, you rascal, I thought you were old enough.

Alex: Well, I am.

Sant: Maybe too old?

Alex: Yes, too old.

Sant: OK, but the next one is "Organizational Effectiveness," James L. Price. It's a recent book out of Irwin-Dorsey. You know what we found out--we've been going down the path just like you fellows and we've been doing a lot of studies and nobody has taken the time to summarize what in the world we know, what we don't know. So this is a new trend and I think if you're really interested, the movement is here in three books in this order: This little red book, this big book, and this little purple book--but the contents are not related to the color or the size. I think they're all good, they serve different purposes and I think you'd be wise to add them to your library.

Alex: Thank you, Frank, and I'm going to give you these two lists. You said you would look into them. These are pretty generalized and it might be you'd like to talk to me. . .

Sant: Well, how am I going to get any brownie points for all this work--do you have a consultant fee or what?

Alex: You're developing as a sociologist in how to apply your concepts. I'm really giving you an opportunity here.

Sant: Well thank you, buddy.

LISTS OF BEHAVIORS USED IN THE SOCIO-DRAMA

Critical Behavior Categories From Fred E. Kohl's Study[1]

By personal interview Kohl collected 436 critical incidents from 70 Idaho agricultural agents. He was attempting to identify critical job requirements. From the 436 critical incidents, he identified 975 critical behaviors. These critical behaviors then were inductively categorized into five areas and 10 subareas:

I. Group development
   - A. Organizing groups
   - B. Maintaining groups
   - C. Developing leaders

II. Program development
   - A. Planning programs
   - B. Conducting programs

III. Counseling individual clients with technical problems

IV. Interpersonal relations
   - A. Improving relations between agents and others
   - B. Mediating disagreements between others

V. Maintaining the organization
   - A. Managing the office
   - B. Managing the staff
   - C. Maintaining good public relations

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[1]Fred E. Kohl, A Critical Incident Study of Idaho Extension Agricultural Agents, unpublished Ph.D. dissertation, University of Wisconsin, Madison, Wisconsin, 1968.

Classification of Critical Behaviors From New York Study of County Agents Using Critical Incident Technique[1]

	Critical behaviors	Number of times mentioned: In eff. incidents	In ineff. incidents	Total
I.	**Situation**	**131**	**112**	**243**
	1. Recognition of problem or need	82	5	87
	2. Creating awareness of problems and needs or of value of program	15	36	51
	3. Determining needs and interest in program	13	32	45
	4. Analyzing the situation or problem	7	31	38
	5. Opportune timing of activity; choice of timely topics	14	8	22
II.	**Social understanding**	**55**	**41**	**96**
	1. Understanding and knowledge of specific audience (rapport, empathy)	32	25	57
	2. Understanding of people and competency in dealing with them	12	13	25
	3. Knowledge and understanding of county or community and its power structure	11	3	14
III.	**Involving clientele or staff**	**119**	**95**	**214**
	1. Involvement of audience (participants, clientele)	27	21	48
	2. Involvement of organizational units, staff, and others in general in planning and execution or decision making	28	18	46
	3. Gaining confidence of clientele or establishing credibility	20	10	30
	4. Selection and identification of audience	15	13	28
	5. Establishing commitment or support for program or activity	10	16	26
	6. Giving others (participants, leaders, staff) responsibility for program	16	3	19
	7. Motivation of audience	3	14	17
IV.	**Involving leaders**	**95**	**16**	**111**
	1. Involvement of key leaders	38	8	46
	2. Involvement of specialists and other resource people	36	3	39
	3. Selection of leadership	21	5	26

[1]The New York study of county agents used a random sample of 30 counties. The entire staff of agents in each of the 30 counties was interviewed. A total of 420 incidents were obtained, 211 effective and 209 ineffective.

Critical behaviors	Number of times mentioned: In eff. incidents	In ineff. incidents	Total
V. Planning and preparation	155	96	251
1. Preparation in the field; technical knowledge and/or experience	77	30	107
2. Planning and preparation; attention to detail	39	27	66
3. Scheduling at convenient time and/or place	11	29	40
4. Providing necessary information; ability to suggest alternatives	19	10	29
5. Organizational ability	9	0	9
VI. Methodology	362	232	594
1. Selection of method of approach or teaching technique	43	23	66
2. Giving priority to or placing importance on activity	12	38	50
3. Use of appropriate material directed to needs of audience	31	17	48
4. Publicity or promotion	33	9	42
5. Follow-up	19	19	38
6. Personal contacts	19	18	37
7. Cooperation and working closely with others	27	8	35
8. Guidance, coordinating, advising, mediating	29	3	32
9. Use of demonstrations and comparisons	27	3	30
10. Flexibility of procedure and ability to adapt	15	13	28
11. Formulation of policy and clarification of objectives	14	12	26
12. Orientation and training	8	17	25
13. Communication	4	18	22
14. Use of visual, audio, and audio-visual aids	19	2	21
15. Arousal of interest through attention-getting devices	12	5	17
16. Preparation and use of workbook and other resource material	15	0	15
17. Taking action or initiative	2	13	15
18. Personal counseling and individual attention	9	5	14
19. Creating pleasant atmosphere and giving encouragement and recognition	9	4	13
20. Willingness to heed advice and to learn from experience	9	3	12
21. Use of competition and awards	6	2	8
Total	917	592	1509